



State of Georgia

Consolidated State Application Accountability Workbook

for State Grants under Title IX, Part C, Section 9302 of the Elementary and
Secondary Education Act (Public Law 107-110)

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FINAL SUBMISSION:	May 1, 2003
USED Approval	May 19, 2003



U. S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202



State of Georgia

Consolidated State Application Accountability Workbook

Introduction

The following Workbook presents Georgia's application for defining adequate yearly progress (AYP) as required by the No Child Left Behind Act of 2001 (NCLB). Georgia is strongly committed to the goals of the NCLB Act, which reinforce Georgia's State Education Accountability System. In producing this Workbook and defining AYP, Georgia seeks to build upon the current State Education Accountability System in a manner that meets Federal requirements and improves education for all of Georgia's students.

Georgia has been working to establish its current State Education Accountability System since July 2000, when a comprehensive State education law was enacted to improve student achievement and school completion. Today, Georgia has in place high standards defined by its Quality Core Curriculum and criterion-referenced assessments for grades 1-8 and 11 in reading, English/language arts, mathematics, science, and social studies. Georgia law also includes a grading system, currently under development, for each K-12 public school in the State for annual academic performance. As soon as the State grading system is finalized, each school will receive grades of A, B, C, D, or F based on absolute student achievement and progress on improved student achievement on State assessments. Schools will also be rated as exemplary, acceptable, or unacceptable based on additional academic indicators such as attendance. School, local education agency (LEA), and State report cards are disseminated annually based on the most current data available and disaggregated by student subgroups. An awards and intervention system was created to recognize schools that demonstrate progress and for identifying schools needing improvement and will be implemented as soon as the grading system is finalized. Georgia's audit system will review school data and student performance and make recommendations for improvements.

This Workbook defines AYP as part of Georgia's State Education Accountability System. In 2002-2003, Georgia will determine AYP for all public schools and LEAs consistent with the principles in this Workbook and as part of Georgia's single statewide accountability system.

Over the last several months, Georgia has worked with stakeholders from across the State to fashion this Workbook, including the statewide Standards and Grading Committee and the statewide AYP committee. As a result of these efforts, and because of the foundation laid by Georgia's State Education Accountability System, the Workbook answers that follow are presented as final policies. There are, however, discrete issues in several areas on which the State is still working, and those issues are noted in the Timeline in each Workbook section. Georgia is still finalizing its overall State Education Accountability System, including what grades (A, B, C, D, or F) schools will receive based on student performance levels consistent with Federal AYP determinations.

Finally, Georgia's AYP Workbook has been approved by the Georgia State Board of Education at various stages of its development. To the extent that any representations that follow regarding Georgia policy require further Board action (or State legislative action), such action will be pursued in the near term consistent with those representations.

Georgia is very proud to be the 20th State to receive USED approval for its Adequate Yearly Progress definition and continues to plan for finalizing its overall State Education Accountability System.

Instructions for Completing Consolidated State Application Accountability Workbook

By January 31, 2003, States must complete and submit to the Department this Consolidated State Application Accountability Workbook. We understand that some of the critical elements for the key principles may still be under consideration and may not yet be final State policy by the January 31 due date. States that do not have final approval for some of these elements or that have not finalized a decision on these elements by January 31 should, when completing the Workbook, indicate the status of each element which is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

Transmittal Instructions

To expedite the receipt of this Consolidated State Application Accountability Workbook, please send your submission via the Internet as a .doc file, pdf file, rtf or .txt file or provide the URL for the site where your submission is posted on the Internet. Send electronic submissions to conapp@ed.gov.

A State that submits only a paper submission should mail the submission by express courier to:

Celia Sims
U.S. Department of Education
400 Maryland Ave., SW
Room 3W300
Washington, D.C. 20202-6400
(202) 401-0113

PART I: Summary of Required Elements for State Accountability Systems

Instructions

The following chart is an overview of States' implementation of the critical elements required for approval of their State accountability systems. States must provide detailed implementation information for each of these elements in Part II of this Consolidated State Application Accountability Workbook.

For each of the elements listed in the following chart, States should indicate the current implementation status in their State using the following legend:

- F:** State has a final policy, approved by all the required entities in the State (e.g., State Board of Education, State Legislature), for implementing this element in its accountability system.
- P:** State has a proposed policy for implementing this element in its accountability system, but must still receive approval by required entities in the State (e.g., State Board of Education, State Legislature).
- W:** State is still working on formulating a policy to implement this element in its accountability system.

**Summary of Implementation Status for Required Elements of
State Accountability Systems**

Status	State Accountability System Element
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Principle 1: All Schools

F	1.1	Accountability system includes <i>all schools and districts in the state</i> .
F	1.2	Accountability system holds <i>all schools to the same criteria</i> .
F	1.3	Accountability system incorporates the <i>academic achievement standards</i> .
F	1.4	Accountability system provides <i>information in a timely manner</i> .
F	1.5	Accountability system includes <i>report cards</i> .
F	1.6	Accountability system includes <i>rewards and sanctions</i> .

Principle 2: All Students

F	2.1	The accountability system includes <i>all students</i> .
F	2.2	The accountability system has a consistent definition of <i>full academic year</i> .
F	2.3	The accountability system properly includes <i>mobile students</i> .

Principle 3: Method of AYP Determinations

F	3.1	Accountability system expects <i>all student subgroups, public schools, and LEAs to reach proficiency by 2013-14</i> .
F	3.2	Accountability system has a method for determining whether <i>student subgroups, public schools, and LEAs made adequate yearly progress</i> .
F	3.2a	Accountability system establishes a <i>starting point</i> .
F	3.2b	Accountability system establishes <i>statewide annual measurable objectives</i> .
F	3.2c	Accountability system establishes <i>intermediate goals</i> .

Principle 4: Annual Decisions

F	4.1	The accountability system <i>determines annually the progress</i> of schools and districts.
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STATUS Legend:

F – Final state policy

P – Proposed policy, awaiting State approval

W – Working to formulate policy

Principle 5: Subgroup Accountability

F	5.1	The accountability system <i>includes all the required student subgroups</i> .
F	5.2	The accountability system holds <i>schools and LEAs accountable for the progress of student subgroups</i> .
F	5.3	The accountability system includes <i>students with disabilities</i> .
F	5.4	The accountability system includes <i>limited English proficient students</i> .
F	5.5	The State has determined the minimum number of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used.
F	5.6	The State has strategies to protect the privacy of individual students in reporting achievement results and in determining whether schools and LEAs are making adequate yearly progress on the basis of disaggregated subgroups.

Principle 6: Based on Academic Assessments

F	6.1	Accountability system is based <i>primarily on academic assessments</i> .
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Principle 7: Additional Indicators

F	7.1	Accountability system includes <i>graduation rate for high schools</i> .
F	7.2	Accountability system includes an <i>additional academic indicator for elementary and middle schools</i> .
F	7.3	Additional indicators are valid and reliable.

Principle 8: Separate Decisions for Reading/Language Arts and Mathematics

F	8.1	Accountability system holds students, schools and districts separately accountable for <i>reading/language arts and mathematics</i> .
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Principle 9: System Validity and Reliability

F	9.1	Accountability system produces <i>reliable decisions</i> .
F	9.2	Accountability system produces <i>valid decisions</i> .
F	9.3	State has a plan for addressing <i>changes in assessment and student population</i> .

Principle 10: Participation Rate

F	10.1	Accountability system has a means for calculating the <i>rate of participation</i> in the statewide assessment.
F	10.2	Accountability system has a means for <i>applying the 95% assessment criteria to student subgroups and small schools</i> .

STATUS Legend:

F – Final policy
P – Proposed Policy, awaiting State approval
W– Working to formulate policy

PART II: State Response and Activities for Meeting State Accountability System Requirements

Instructions

In Part II of this Workbook, States are to provide detailed information for each of the critical elements required for State accountability systems. States should answer the questions asked about each of the critical elements in the State's accountability system. States that do not have final approval for any of these elements or that have not finalized a decision on these elements by January 31, 2003, should, when completing this section of the Workbook, indicate the status of each element that is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

STATE OF GEORGIA CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK
PRINCIPLE 1. A single statewide Accountability System applied to all public schools and LEAs.

CRITICAL ELEMENT
1.1 How does the State Accountability System include every public school and LEA in the State?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

1.1

Status: (F) Georgia's State Accountability System will include every public school and LEA in the State, including both Title I and non-Title I schools and LEAs.

All public schools and LEAs will be included in the State Accountability System as follows:

- All public schools and LEAs will be required to make adequate yearly progress (AYP) in accordance with Federal requirements.
- Georgia's State Accountability System will establish performance-based accountability standards for all public schools and LEAs, which will incorporate AYP into a single statewide accountability system.¹ Under current law, each school and LEA will receive grades (A, B, C, D, or F) based on absolute student achievement and progress on improved student achievement based in part on AYP determinations.²
- Georgia will prepare and distribute to each LEA a report card for each public school in the State based on the most current data disaggregated by student subgroups.³
- Georgia law will include an audit system for reporting findings and making recommendations regarding the performance of all public schools and LEAs, an awards system for recognizing progress and achievement in schools and LEAs, and an intervention system for recommending appropriate levels of increasingly severe interventions for schools and LEAs based on student achievement.⁴

Georgia's State Accountability System will include schools serving special populations (see Attachment 1), including alternative schools, Department of Juvenile Justice institutions, and psychoeducational programs. Public charter schools and State schools for the blind and deaf will also be included in AYP determinations. K-2 schools will be included in the State Accountability System based in part on State assessment results for grades 1-2 (see Attachment 2 and the last page of Attachment 6). AYP determinations for school systems with schools configured with only grades 9 or 9-10 will be included as part of that system's school with grades 11-12 and will have the same AYP determination as the 11th – 12th grade configured school.

Georgia will hold accountable small schools in a fair and reliable manner. In examining the options of how to address extremely small schools, Georgia had two objectives: (1) include all schools in the accountability system and (2) make judgments about schools in the fairest and most reliable manner. For schools identified as having fewer than forty students enrolled in the grades 3-8 or grade 11 configurations, Georgia will apply the confidence interval approach to determine AYP for small schools whose overall population is below the minimum number of 40. In other words, for schools with a total eligible enrollment of fewer than forty students, Georgia will apply a test of statistical significance to determine whether such schools' total group passing rate is significantly below the state AYP annual objective passing rate in each appropriate subject area. This proportion (z) test is the same as cited in *Making Valid and Reliable Decisions in Determining Adequate Yearly Progress* (CCSSO, 2002, pp. 65-68).

Timeline: AYP determinations will be made for every public school and LEA in 2002-03. Georgia's State Education Accountability System is currently being finalized and will incorporate AYP into a single statewide accountability system.

¹ OCGA § 20-14-31- See appendix 1.1a.

² OCGA § 20-14-33 - See appendix 1.1b.

³ OCGA § 20-14-34 - See appendix 1.1c.

⁴ OCGA § 20-14-37; 20-14-41 - See appendices 1.1d and 1.1e, respectively.

CRITICAL ELEMENT
1.2 How are all public schools and LEAs held to the same criteria when making an AYP determination?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

1.2

Status: (P) Georgia's State Accountability System will hold all public schools and LEAs, both Title I and non-Title I, accountable for AYP based on the same criteria.

- Under Georgia law, and consistent with the No Child Left Behind AYP requirements, schools and LEAs will be held accountable based primarily on State assessments, including Georgia's Criterion-Referenced Competency Tests (CRCT) in Reading, English Language Arts, and Math, the Georgia Alternate Assessment (GAA), and for 2002-2003 Georgia's High School Graduation Tests (GHSCT) in English/Language Arts and Math.
- For 2002-2003, assessment results for the CRCT in grades 4, 6, and 8 and the GHSCT in grade 11 will be used for AYP purposes in the subject areas listed above. Thereafter, assessment results for the CRCT in grades 3, 4, 5, 6, 7, and 8 and a revised State accountability assessment system for high school that is in full compliance with Federal requirements for NCLB and State law will be used for AYP purposes. See page 32 for a description of Georgia's high school assessment plan.

Georgia is working to finalize its State Education Accountability System. As required by State law, Georgia's accountability system will include both Absolute and Progress grades (A, B, C, D, or F). Georgia's grading system, currently under development, will be based in part on AYP determinations. Preliminary plans are being reviewed which will incorporate AYP as the State Absolute grade.

Timeline: AYP determinations will be made for every public school and LEA based on the same criteria in 2002-03. The statewide Standards and Grading Committee made recommendations for integrating an A, B, C, D, F - State grading system with AYP determinations as part of Georgia's single statewide accountability system. See workbook element 1.6. Based on these recommendations, the State will take further action to finalize the State Accountability System.

CRITICAL ELEMENT

1.3 Does the State have, at a minimum, a definition of *basic*, *proficient* and *advanced* student achievement levels in reading/language arts and mathematics?

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

1.3

Status: (F) Georgia has established definitions of *basic*, *proficient*, and *advanced* student achievement levels in reading/language arts and in mathematics for grades 1-8 and 11.

- For grades 1-8, Georgia has defined three levels of achievement on the State's Criterion-Referenced Competency Tests (CRCT), which measures achievement in reading, language arts, mathematics, science, and social studies, as follows:
 - Level 1: Scores below 300 indicate "**Does Not Meet Standard**," which represents the "**Basic**" student achievement level.
 - Level 2: Scores from 300-349 indicate "**Meets Standard**," which represents the "**Proficient**" student achievement level.
 - Level 3: Scores from 350-450 indicate "**Exceeds Standard**," which represents the "**Advanced**" student achievement level.
- For grade 11, Georgia has defined three levels of achievement on the Georgia High School Graduation Tests (GHS GT),⁵ which measures achievement in English/language arts, mathematics, science, and social studies, as follows:
 - Scores from 400-499 indicate "**Failure**," which represents the "**Basic**" student achievement level.
 - Scores from 500-600 indicate "**Pass**" and "**Pass Plus**" (with different ranges in different subjects), which represent the "**Proficient**" and "**Advanced**" student achievement levels, respectively.

These levels may be revised for the high school assessment instrument used for AYP purposes beginning in 2003-04. Georgia will have a revised State assessment system for high school accountability that is in full compliance with Federal requirements for NCLB and State law. See page 32 for a description of Georgia's high school assessment plan.

- For the Georgia Alternate Assessment the levels of achievement are as follows:
 - Initial/Emerging = Basic: performs at less than 50% of stated criterion
 - Progressing = Proficient: performs at 50% or more of stated criterion
 - Functional = Advanced: exceeds the objective

These achievement levels have been established consistent with nationally recognized professional and technical standards to ensure validity and reliability.⁶

Timeline: Georgia currently uses the achievement levels described above and will do so in the 2002-03 school year.

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⁶ Georgia has established four achievement levels on the Georgia Alternate Assessment (GAA) as well. The GAA is being reviewed to ensure maximum alignment with the State Quality Core Curriculum. Definitions of *basic*, *proficient*, and *advanced* on the GAA will be finalized as part of that process. See Georgia's AYP Workbook 2.1 and 5.3.

CRITICAL ELEMENT
1.4 How does the State provide accountability and adequate yearly progress decisions and information in a timely manner?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

1.4

Status: (F) Georgia is committed to providing AYP and accountability determinations and information to schools and LEAs in a timely manner – prior to the beginning of the next academic school year.

- The results of the Spring 2003 Georgia High School Graduation Tests (GHSGT), administered annually in March, are scheduled to arrive in LEAs and the Georgia Department of Education (GDOE) in May.⁷ As Georgia's high school assessment plan is revised and finalized, a timeline for the return of assessment results and for making AYP determinations will be developed and will fully comply with USED requirements.
- The results of the Spring 2003 Criterion-Referenced Competency Tests (CRCT), administered annually in April/May, will be returned to schools and LEAs two to four weeks after answer documents are received for scoring.⁸
- Each LEA and school will be informed of its AYP status to allow sufficient time to notify parents about public school choice or supplemental educational service options, time for parents to make an informed decision, and time to implement public school choice and supplemental educational services before the beginning of the next academic year.

Timeline: Beginning in 2002-03, results from State assessments will be analyzed and AYP determinations will be sent to each public school and LEA before the beginning of the next school year. Georgia will work with its data systems, testing publishers, etc., to ensure to the maximum extent possible that this timeline is achieved.

⁷ State Testing Dates as listed on the Georgia Department of Education web site at: <http://www.doe.k12.ga.us/sla/ret/ret.asp> - See appendix 1.4a.

⁸ State Testing Schedule – as listed in footnote above

CRITICAL ELEMENT
1.5 Does the State Accountability System produce an annual State Report Card?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

1.5

Status: (F) The Georgia State Accountability System produces an annual State Report Card, which will include all information required by NCLB:

Under Georgia law, a State Report Card has been produced since the 1999-2000 academic year.⁹ The Report Card provides information regarding student achievement on State assessments and other academic indicators for each school, district, and the State, disaggregated by various subgroups. The 2002-03 State Report Card will be implemented as follows:

- The State Report Card currently includes test results disaggregated by racial/ethnic categories, gender, disability, and limited English proficiency. Results disaggregated by migrant status and socioeconomic status will be added beginning with the 2002-03 Report Card.
- Subgroups with a minimum of 10 students will be reported.
- Student achievement is reported on the basis of proficiency levels, with multiple-years for trend purposes, and in comparison to district and State levels.
- In addition to test results, the Report Card includes data on attendance, school completion, dropouts, and test participation rates – for students overall and for required subgroups. Graduation rates and AYP determinations will be included in the 2002-03 Report Cards.
- Future State Report Cards will show information on teacher qualifications and the distribution of teachers disaggregated by high and low-socioeconomic status schools.
- Adjustments to data collections are being made as part of an overall plan for the development of an individual student longitudinal data system in Georgia, which will promote more accurate and timely accounting of student data.
- The State Report Card is distributed via the Internet using colorful, easy to understand graphs. This format lends itself to be interpreted by speakers whose primary language is other than English. In addition, the Office of Education Accountability (OEA) website offers user-friendly printed versions of reports, with links to the Georgia Department of Education (www.doe.k12.ga.us) and the Georgia School Council Institute (www.gsci.org).

Timeline: Georgia will continue to produce its annual State Report Card in 2002-03 with appropriate additions to ensure NCLB compliance. State law currently requires that information (for the Report Card) be released in December following the previous academic year. Some school indicators are released in February because data are not available until late November. However, Georgia will review its data system to move up the Report Card dissemination date over time.

⁹ OCGA § 20-14-34 – See appendix 1.5a.

CRITICAL ELEMENT
1.6 How does the State Accountability System include rewards and sanctions for public schools and LEAs?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

1.6

Status: (P) Georgia law requires that Georgia's State Accountability System provide rewards and interventions for all public schools based on absolute student achievement and progress on improved student achievement on State assessments. Georgia will include Federal AYP interventions for Title I schools and LEAs as part of Georgia's single statewide accountability system.

Under current Georgia law, financial awards will be provided to each school that achieves a grade of A or B for performance on either (or both) absolute student achievement or progress on improved student achievement. However, Georgia's system for awards will not be implemented until the State grading system is finalized. In addition, State law provides interventions for each school that receives a grade of D or F for one or more years, with escalating consequences over time. Georgia also implements Federal AYP requirements with regard to Title I schools and LEAs.¹⁰

Georgia is working to finalize its State Accountability System, which will include grades (A, B, C, D, or F) for each public school and LEA based in part on AYP with appropriate rewards and interventions tied to those grades. Georgia's State Accountability System will incorporate Federal AYP interventions into the single statewide accountability system.

Timeline: Federal AYP non-financial rewards and interventions will be implemented in 2002-03. The State Accountability System will integrate State rewards and interventions with Federal interventions for all public Title I schools and LEAs and will revise the State's rewards and intervention system for non-Title I public schools and LEAs as appropriate. See Attachment 3 for preliminary recommendations regarding the State grading system.

¹⁰ School award system - OCGA § 20-14-37 – See appendix 1.6a.; Financial awards - OCGA § 20-14-38 – See appendix 1.6b.; Intervention system - OCGA § 20-14-41 – See appendix 1.6c.

PRINCIPLE 2. All students are included in the State Accountability System.

CRITICAL ELEMENT
2.1 How does the State Accountability System include all students in the State?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

2.1

Status: (F) All students in Georgia are included in the State Accountability System, based primarily on State assessments.¹¹

- Georgia requires that all students in grades 1-8 enrolled in Georgia's public schools be assessed with the Georgia Criterion Referenced Competency Tests (CRCT) with or without standard or non-standard accommodations as appropriate or the Georgia Alternate Assessment.
- State law currently requires that a curriculum-based assessment be administered in grade 11 for graduation purposes. The Georgia High School Graduation Tests (GHSGT) are currently being used and the English/Language Arts and Mathematics GHSGT will be used for AYP purposes for the 2002-2003 school year.
- Beginning in 2003-04, Georgia will have a revised State assessment system for high school accountability that is in full compliance with Federal requirements for NCLB and State law. See page 32 for a description of Georgia's high school assessment plan.
- Students with disabilities are included in State assessments with appropriate accommodations, as determined by each student's Individualized Education Program (IEP) team. Georgia will implement a monitoring system in 2003-2004 so that the scores of students with disabilities are included in the scores of students with disabilities' subgroup even after they exit the Special Education Program as long as they are receiving monitoring and/or direct services through the Special Education Program. See revisions for workbook element 5.3.
- The Georgia Alternate Assessment (GAA) is administered to the small number of students with severe disabilities whose IEP teams determine that they are unable to participate in the regular State assessments even with maximum accommodations. Georgia requires annual reporting on use of the GAA and monitors those data to ensure that the GAA is not used to an inappropriate degree.¹² See also Georgia AYP Workbook 5.3, 6.1.
- Limited English Proficient (LEP) students are included in State assessments with appropriate accommodations, as determined by each student's LEP Testing Participation Committee.¹³ Georgia will implement a monitoring system in 2003-2004 so that the scores of LEP students are included in the scores of the LEP subgroup even after they exit the ESOL program as long as they are receiving monitoring and/or direct services through the English for Speakers of Other Languages Program. See revisions for workbook element 5.4.
- Students attending public schools that serve special populations will be included in the State Accountability System, including students who attend alternative schools, Department of Juvenile Justice institutions, and psychoeducational programs. Students attending public charter schools and State schools for the blind and deaf will also be included in AYP determinations. Students attending public K-2 schools will be included based in part on State assessments for grades 1-2. Students from any school configuration without any of grades 3-8 and 11 will be included in the grading and rating components of Georgia's single accountability system based primarily on State assessment results.

Timeline: These principles will be implemented during the 2002-03 school year. Also see workbook element 1.1.

¹¹ OCGA § 20-2-281; State Board Rule 160-3-1-.07. – See appendices 2.1a and 2.1b, respectively.

¹² A list of testing accommodations for students with disabilities is attached. See appendix 2.1c. The GAA is being reviewed to ensure maximum alignment with the State Quality Core Curriculum. A description of the GAA is attached. See appendix 2.1d.

¹³ A list of testing accommodations for LEP students is attached. See appendix 2.1c. Georgia has established a State LEP Panel that will examine the need and practicability of establishing alternative assessments for LEP students.

CRITICAL ELEMENT
2.2 How does the State define “full academic year” for identifying students in AYP decisions?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

2.2

Status: (F) Georgia will define “full academic year” for AYP purposes as follows:

- For school accountability purposes, “full academic year” will be defined as continuous enrollment in the same school from the Fall FTE count (which occurs on the first Tuesday in October each year) through Spring testing (which occurs in March for the GHSGT and April/May for the CRCT).
- For LEA accountability purposes, “full academic year” will be defined as continuous enrollment in the same LEA from the Fall FTE count through Spring testing.
- For State accountability purposes, “full academic year” will be defined as continuous enrollment in the State of Georgia’s public schools from the Fall FTE count through Spring testing.

This definition of “full academic year” is a revision of Georgia’s existing “mobility” definition.¹⁴

Timeline: Georgia’s definition of “full academic year” will be implemented during the 2002-03 school year. It may be necessary for Georgia to modify its definition of “full academic year” after a revised high school assessment program is finalized and a comprehensive student information system (see workbook 2.3 for more detail) is operational where individual students can be tracked more accurately from the beginning of the school year until testing.

¹⁴ Georgia’s mobility definition is also attached for comparison. *See appendix 2.2a.*

CRITICAL ELEMENT
2.3 How does the State Accountability System determine which students have attended the same public school and/or LEA for a full academic year?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

2.3

Status: (F) Georgia will use information from October and March Full Time Equivalent (FTE) files, the Student Record, and test records to determine which students attended the same public school and/or LEA for the “full academic year”. The Student Record, a summative file of all students enrolled for any duration in any public school in Georgia during the academic year, is matched with test records in order to obtain student demographic information for the purposes of disaggregating test results on the basis of racial/ethnic categories, gender, disability, limited English proficiency, migrant status, and socioeconomic status. Withdrawal date will be used to determine if each student was continuously enrolled at a particular school during the testing window.

Timeline: This process will be implemented during the 2002-03 school year. Georgia is currently developing a new, individual student, longitudinal data system based on unique student identifiers, which will allow for a more accurate accounting of students throughout the State, including determining each student’s enrollment for the “full academic year.”

PRINCIPLE 3. State definition of AYP is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading/language arts and mathematics no later than 2013-2014.

CRITICAL ELEMENT
3.1 How does the State's definition of adequate yearly progress require all students to be proficient in reading/language arts and mathematics by the 2013-2014 academic year?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

3.1

Status: (F) Georgia will establish its endpoint for AYP such that all students (100%) must achieve proficiency on State assessments in reading/language arts and mathematics by the end of the 2013-14 school year.

Timeline: This endpoint has been established. See workbook 3.2a-3.2b for graphics and charts.

CRITICAL ELEMENT
3.2 How does the State Accountability System determine whether each student subgroup, public school and LEA makes AYP?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

3.2

Status: (F) For a Georgia public school or LEA to make AYP, each subgroup must have at least a 95% participation rate on State assessments, each subgroup must meet or exceed the State's annual measurable objectives regarding the percentage of students scoring proficient on State assessments, and the school or LEA must meet the State's requirement for progress on another academic indicator.

As stated in NCLB, Georgia will apply the "safe harbor" method to those subgroups not meeting the state's annual measurable objectives in mathematics and/or reading/English language arts. Thus, in order for subgroups to meet the "safe harbor" requirement, the percentage of students not meeting proficient or advanced levels on state assessments must decrease by 10% or better from the preceding school year. In addition, any subgroup using "safe harbor" must meet the additional academic indicator requirement (i.e., if in any particular year one or more subgroups does not meet the annual measurable objective on State assessments, the subgroup, public school, LEA, or the State may still make AYP if it meets "safe harbor" requirements. In other words, AYP is met if the percentage of students in that subgroup not scoring proficient decreases by 10% from the preceding school year and the subgroup meets the State's requirement for progress on another academic indicator.) Georgia will not average previous year's data for the safe harbor calculation.

To determine whether each school or LEA makes AYP, the State will first look at current-year assessment data and then at three-year averaged data if necessary. The purpose of allowing this "second look" at a school's or LEA's data is to promote continuous improvement and to correct for any anomalies in student test scores in a given year. Title I schools and LEAs will face school improvement consequences if they do not meet AYP for two consecutive years in the same subject (i.e., reading/language arts or mathematics) or the other additional indicator.

Beginning in 2003-2004, Georgia will include test scores of students with disabilities and LEP students within the scores for those subgroups as long as a given student remains enrolled in the same school even if his/her status changes over time and as long as the progress of these students continues to be monitored through LEP or disability programs. See workbook elements 5.3 and 5.4.

Timeline: The principles above will be used to make AYP determinations for schools and LEAs beginning 2002-03.

CRITICAL ELEMENT

3.2a What is the State's starting point for calculating Adequate Yearly Progress?

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Status: (F) As required by the NCLB Act, Georgia's starting points were set at the percentage of students scoring proficient or above on State assessments in the public school at the 20th percentile of the State's total enrollment among all schools ranked by the percentage of students at the proficient level. Georgia test data indicate that this level is greater than the proficiency level of the lowest achieving group of students in the State. Georgia established its starting points based on averaged data on State assessments from 1999-2000, 2000-01, and 2001-02. The purpose is to value progress made on State assessment scores over recent years. Georgia set separate starting points for reading/language arts and for mathematics, and separate starting points by gradespans – one set for elementary and middle schools and one set for high schools. Georgia will set the same starting points for all subgroups. Georgia's starting points for elementary and middle schools and for high schools are included in the chart below and are attached in appendix 3.2a.¹⁵

Georgia's Starting Points are the same for all subgroups of students.

Subjects	Elementary and Middle School CRCT Grades 3-8 Starting Points	*High School Starting Points GHS GT Grade 11 (for 2002-2003 only)
CRCT Reading and English Language Arts Combined	60	N/A
GHS GT English/Language Arts	N/A	88
CRCT Mathematics	50	N/A
GHS GT Mathematics	N/A	81

* Beginning 2003-2004, students participating in the Georgia Alternate Assessment (GAA) will be included in the percent of students at the proficient or advanced levels as appropriate for reading/language arts and math separately. GAA students must score at the progressing or functional levels in at least 4 of 5 domains including the required communication domain in order to be proficient or advanced.

* High school starting points will be recalculated, if necessary, as soon as a revised high school accountability assessment system is finalized.

Timeline: The State's starting points are established as described above based in part on 2001-02 data. See Attachment 5 on the establishment of the State's starting points and the combination of CRCT Reading and English/Language Arts assessment results. Beginning 2003-2004, all high school students with disabilities will be required to take either the GHS GT (with standard or non-standard accommodations as determined by the student's IEP) or the Georgia Alternate Assessment (GAA). High school IEPs will be written to include GAA for those students as appropriate. For 2003-2004 and following, students participating in the GAA will be included in AYP determinations and in 95% participation determinations. High school alternate assessment data for 2002-2003 are not available for inclusion in AYP determinations because high school IEPs did not include GAA or non-standard accommodations as an alternate for the GHS GT in prior years. Not all of Georgia's high school students with disabilities were assessed in 2002-2003; thus, a strict interpretation of the 95% participation requirement may result in some schools failing to meet AYP in 2002-2003 on that basis alone. For any such cases in 2002-2003, the State will, on behalf of the LEA, file an appeal on the grounds that the new requirements were not in place for the 2002-2003 school year.

¹⁵ State Starting Points – See appendix 3.2a.

CRITICAL ELEMENT
3.2b What are the State's annual measurable objectives for determining adequate yearly progress?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

3.2b

Status: (F) Georgia established annual measurable objectives for the percentage of students who must score proficient or above on State assessments for schools and LEAs to make AYP.

As indicated on the charts included on page 22, the annual measurable objectives will increase from the State starting points to 100% proficiency in 2013-14. These objectives will rise in equal increments every three years beginning 2004-05 until 2010-2011. Thereafter, the objectives will rise annually more dramatically than in previous years towards the goal of 100% in 2013-2014.

Rationale: This method of increasing the objectives gradually at first and more dramatically in the last few years allows schools additional time to work with those subgroups scoring significantly below proficiency levels on State assessments. (For example, statewide the students with disabilities subgroup at the 4th through 8th grades scored far below the State's starting points for both CRCT Math and CRCT Reading/English Language Arts. Assessment data indicates that for many schools in Georgia, the proficiency rates for LEP, students with disabilities, and Hispanic subgroups are far below those of other subgroups.)

Timeline: The State's annual measurable objectives will be used to make AYP determinations beginning 2002-03.

*Decision rules for combining the CRCT Reading and Language Arts data into a single factor for AYP determinations for grades 3-8:

Georgia intends to maintain its emphasis on the equal importance of the Reading and English / Language Arts portions of the CRCT. Data from these two assessments are combined to form a single "Reading and English / Language Arts" factor for AYP determinations.

This combined factor is defined as:

$$RELA = \frac{(R_{Met} + R_{Exceeded} + ELA_{Met} + ELA_{Exceeded})}{(R_{TestsTaken} + ELA_{TestsTaken})} \times 100$$

STATE OF GEORGIA CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK
3.2b ANNUAL MEASURABLE OBJECTIVES

Reading/Language Arts CRCT Grades 3-8	Percent of Students at Proficient or Advanced
2002-2003 Target	60
2003-2004 Target	60
2004-2005 Target	66.7
2005-2006 Target	66.7
2006-2007 Target	66.7
2007-2008 Target	73.3
2008-2009 Target	73.3
2009-2010 Target	73.3
2010-2011 Target	80
2011-2012 Target	86.7
2012-2013 Target	93.3
2013-2014 Target	100

Math CRCT Grades 3-8	Percent of Students at Proficient or Advanced
2002-2003 Target	50
2003-2004 Target	50
2004-2005 Target	58.3
2005-2006 Target	58.3
2006-2007 Target	58.3
2007-2008 Target	66.7
2008-2009 Target	66.7
2009-2010 Target	66.7
2010-2011 Target	75
2011-2012 Target	83.3
2012-2013 Target	91.7
2013-2014 Target	100

English/Language Arts GHSAT Grade 11	Percent of Students at Proficient or Advanced
2002-2003 Target	88
2003-2004 Target	88
2004-2005 Target	90
2005-2006 Target	90
2006-2007 Target	90
2007-2008 Target	92
2008-2009 Target	92
2009-2010 Target	92
2010-2011 Target	94
2011-2012 Target	96
2012-2013 Target	98
2013-2014 Target	100

Math GHSAT Grade 11	Percent of Students at Proficient or Advanced
2002-2003 Target	81
2003-2004 Target	81
2004-2005 Target	84.2
2005-2006 Target	84.2
2006-2007 Target	84.2
2007-2008 Target	87.3
2008-2009 Target	87.3
2009-2010 Target	87.3
2010-2011 Target	90.5
2011-2012 Target	93.7
2012-2013 Target	96.8
2013-2014 Target	100

*High school starting points and intermediate goals will be updated as soon as Georgia's high school accountability assessment system is revised and finalized.

CRITICAL ELEMENT
3.2c What are the State's intermediate goals for determining adequate yearly progress?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

3.2c

Status: (F) Georgia will establish intermediate goals for the percentage of students who must score proficient or above on State assessments for schools and LEAs to make AYP. The intermediate goals are equivalent to Georgia's annual measurable objectives described above in 3.2b.

Timeline: The State's annual measurable objectives (which will coincide with the intermediate goals) will be used to make AYP determinations beginning 2002-03. High school intermediate goals will be revised as soon as Georgia's high school accountability assessment system is revised and finalized.

PRINCIPLE 4. State makes annual decisions about the achievement of all public schools and LEAs.

CRITICAL ELEMENT
4.1 How does the State Accountability System make an annual determination of whether each public school and LEA in the State made AYP?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

4.1

Status: (F) Georgia's State Accountability System includes annual determinations regarding school performance, and Georgia will make annual determinations of whether each public school and LEA achieved AYP as part of Georgia's single statewide accountability system.

For public schools that miss AYP based on the performance of relatively small subgroups and to ensure reliability of AYP determinations Georgia will also use a confidence interval approach along with averaging data across multiple years. See AYP determination steps listed below and flow chart on page 25.

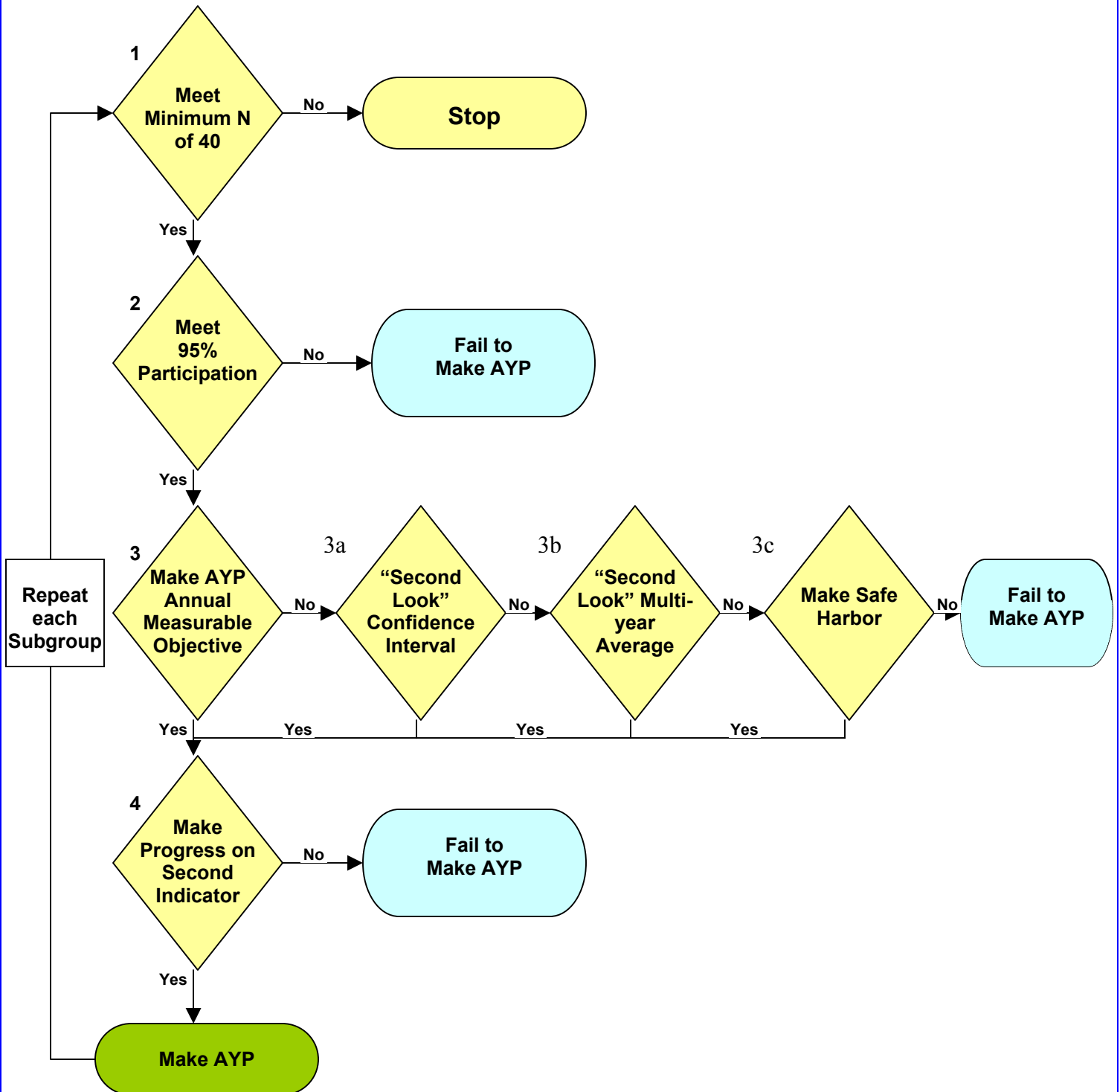
Georgia's AYP Decision-Making Steps

1. Determine if each subgroup meets the minimum number of 40.
2. Determine if "all students" and each subgroup at or above the minimum number of 40 meet the 95% participation requirement.
3. Determine if AYP is met using State assessment results regarding the percent proficient/advanced as compared to the State's annual measurable objectives for both Reading/English Language Arts and Math.
- 3a. If AYP is not met using step 3, then determine if AYP is met by using a confidence interval approach. 3b. If AYP is not met using a confidence interval, then determine if AYP is met by using a "second look" by averaging multi-year data
- 3c. If AYP is not met using the multi-year averaging method, then determine if AYP is met using the safe-harbor method - decreasing the percent not meeting proficiency/advanced levels by 10%.
4. Determine if AYP is met by showing progress on the additional indicator at the school, school system, and State levels. For subgroups using the safe-harbor method, determine if progress was made on the additional indicator at the subgroup level.

Timeline: Georgia will continue to make annual AYP determinations in the 2002-03 school year and thereafter.

4.1

Georgia's AYP Decision-Making Process



PRINCIPLE 5. All public schools and LEAs are held accountable for the achievement of individual subgroups.

CRITICAL ELEMENT
5.1 How does the definition of adequate yearly progress include all the required student subgroups?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

5.1

Status: (F) Georgia's definition of AYP will include all of the required student subgroups, disaggregated by racial/ethnic categories, disability, limited English proficiency, and socio-economic status. Georgia law currently requires the reporting and/or grading of schools in the aggregate and by these subgroups.

For AYP purposes, Georgia will use the student demographic information that is available from the Student Record to disaggregate test results. Tests will be matched to the Student Record using school code, system code, grade level, and student identifier. Georgia's racial/ethnic categories include: Asian/Pacific Islander, Black, Hispanic, American Indian/Alaskan Native, White, and Multiracial.

Timeline: These principles will be implemented in the 2002-03 school year.

CRITICAL ELEMENT
5.2 How are public schools and LEAs held accountable for the progress of student subgroups in the determination of adequate yearly progress?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

5.2

Status: (F) Georgia's State Accountability System will hold public schools and LEAs accountable for the progress of students overall and in each required subgroup, disaggregated by racial/ethnic categories, disability, limited English proficiency, and socio-economic status, in determining AYP. See Georgia's AYP Workbook 1.2, 3.2, and 5.1.

For each public school, LEA, and the State to make AYP:

- The all student category and each AYP required student subgroup must have a participation rate of 95% or above on State assessments.
- The all student category and each AYP required student subgroup (at or above the minimum number of 40) must meet the State's annual measurable objective regarding percent proficient or advanced on State assessments (or meet "safe harbor").
- Each school, LEA, and the State must meet the State standard regarding progress on its "other academic indicator" (subgroups using "safe harbor" must also show progress on the additional indicator).

Timeline: These principles will be implemented in the 2002-03 school year.

CRITICAL ELEMENT
5.3 How are students with disabilities included in the State's definition of adequate yearly progress?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

5.3

Status: (F) All students, including students with disabilities, are included in Georgia's State Accountability System and its definition of AYP.¹⁶ Students with disabilities are included in State assessments with appropriate accommodations as determined by each student's IEP team.

Georgia will implement a monitoring system in 2003-2004 so that the scores of students with disabilities are included in the scores of students with disabilities subgroup for as long as they are enrolled in the same school and receiving services and/or monitoring. Georgia's monitoring plan will be defined as follows with additions/details to be finalized in the coming months. In Georgia, a student support team process provides support to students and teachers through a collaborative planning process as the initial step in the determination of special education services and as the transition step for students exiting special education services. For students who transition from special education and return to the regular education classroom, a student support team plan is developed to assist in monitoring student progress and to identify needed changes in the educational support plan as necessary. The use of the student support team plan provides oversight to assure continued academic progress. While students are in this process, their State assessment accountability scores will continue to be included with the scores of the special education subgroup.

The Georgia Alternate Assessment (GAA) is administered to the small number of students with disabilities whose IEP teams determine that they are unable to participate in the regular State assessment program even with maximum accommodations. Georgia requires annual reporting on the use of the GAA and monitors those data to ensure that the GAA is not used to an inappropriate degree.¹⁷ In administering the GAA for AYP purposes Georgia will follow the USED Notice of Proposed Rule Making (NPRM). See also Georgia AYP Workbook 2.1, 6.1.

Timeline: The principles above will be implemented during the 2002-03 school year. The U.S. Department of Education is expected to publish additional regulations and/or guidance regarding the use of alternate assessments under the NCLB Act. Georgia will review its policies regarding alternate assessments at that time to ensure compliance with federal law in a manner that promotes sound educational practice.

The monitoring plan discussed above cannot be formalized for 2002-2003. Currently, plans for students with disabilities and LEP students are being refined to clearly specify monitoring conditions. Also, program exit criteria and definitions incorporating the monitoring segment will be provided. These plans will be in effect beginning 2003-2004.

¹⁶ OCGA § 20-2-281; State Board Rule 160-3-1-.07 – See *appendices 5.3a and 5.3b*.

¹⁷ The GAA is being reviewed to ensure maximum alignment with the State Quality Core Curriculum. A description of the GAA is attached. - See *appendix 5.3c*

CRITICAL ELEMENT
5.4 How are students with limited English proficiency included in the State's definition of adequate yearly progress?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

5.4

Status: (F) All limited English proficient (LEP) students will be included in the State education accountability system for AYP purposes.

All LEP students enrolled in a Georgia public school must be included in State assessments. Accommodations are provided for LEP students as determined by each student's LEP Testing Participation Committee. Georgia will implement a monitoring system in 2003-2004 so that the scores of LEP students who receive monitoring and/or direct services through the English for Speakers of Other Languages (ESOL) Program are included in the scores of the LEP subgroup for as long as they are enrolled in the same school. Georgia's monitoring plan will be defined as follows with additions/details to be finalized in the coming months. In Georgia, LEP Testing Participation Committees provide support to students and teachers through a collaborative planning process. For students who transition from ESOL Programs and return to the regular education classroom, the LEP Testing Participation Committee plan is developed to monitor student progress. The use of the LEP Testing Participation Committee plan/process provides oversight to assure continued academic progress. While students are in this process, their State assessment accountability scores will continue to be included with the scores of the LEP subgroup.

- Currently, State Board of Education Rule 160-3-1-.07 requires that all students be assessed in English.¹⁸
- Georgia has established a State LEP Panel that will examine the need and practicability of establishing alternative assessments for LEP students.
- Georgia's SBOE policy allowing LEP students a 12-calendar month deferment from assessment upon initial entry in US schools will be changed. Georgia's assessment system will include all students enrolled in a Georgia public school in the State assessment program. This issue was discussed at the AYP presentation to the SBOE in April of 2003. In addition, on March 6, 2003, a memo was sent from the Georgia DOE to assessment directors informing them that all students must participate in each assessment.

Timeline: These principles will be implemented in the 2002-03 school year. Georgia's LEP Panel will study issues and make recommendations regarding the need and practicability of establishing alternative assessments for LEP students.

The monitoring plan discussed above cannot be formalized for 2002-2003. Currently, plans for students with disabilities and LEP students are being refined to clearly specify monitoring conditions. Also, program exit criteria and definitions incorporating the monitoring segment will be provided. These plans will be in effect beginning 2003-2004.

¹⁸ State Board Rule 160-3-1-.07. – See appendix 5.4b.

CRITICAL ELEMENT
5.5 What is the State's definition of the minimum number of students in a subgroup required for reporting purposes? For accountability purposes?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

5.5

Status: (F) Georgia will establish minimum numbers for subgroup reporting and accountability purposes as follows:

- A minimum number of 10 students will be used for subgroup AYP reporting purposes. This rule is intended to protect student privacy and prevent disclosure of individually identifiable information. Additional rules may apply consistent with the Family Education Rights and Privacy Act (FERPA). See Georgia's AYP Workbook 5.6.
- A minimum number of 40 students will be used for subgroup AYP accountability purposes. This rule is intended to ensure that subgroup AYP determinations are reliable. The minimum number of 40 will be used with regard to both 95% participation determinations and State assessment proficiency determinations. A lower minimum number would mean, among other things, that a school may not meet AYP because as few as two students in a subgroup did not take the State assessments. The establishment of a single minimum number for subgroup participation and proficiency is viewed as important to promote public understanding and effective implementation.

These minimum numbers will be applied consistently across the State in all public schools and LEAs. As part of the Georgia State Accountability System, Georgia has established processes based in part on State assessments to validly and reliably hold accountable public schools with small numbers of students (including rural schools) and schools with multiple subgroups below the minimum number using a "second-look" process, which consists of a confidence-interval method.

As stated in workbook element 1.1, for schools identified as having fewer than forty students enrolled in the grades 3-8 or grade 11 configurations, Georgia is proposing to apply the confidence interval methodology with fewer than forty students in the special case when a school has as its total enrollment fewer than forty students. In other words, for schools with a total eligible enrollment of fewer than forty students, Georgia will apply a test of statistical significance to determine whether such schools' total group passing rate is significantly below the state AYP annual objective passing rate in each appropriate subject area. This proportion (z) test is the same as cited in *Making Valid and Reliable Decisions in Determining Adequate Yearly Progress* (CCSSO, 2002, pp. 65-68).

Timeline: These principles will be implemented in the 2002-03 school year. See Attachment 4 for more information regarding minimum number.

CRITICAL ELEMENT
5.6 How does the State Accountability System protect the privacy of students when reporting results and when determining AYP?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

5.6

Status: (F) A minimum number of 10 students will be used for subgroup AYP reporting purposes. School and LEA data regarding AYP will not be reported separately for subgroups below this minimum number. This rule is intended to protect student privacy and prevent disclosure of individually identifiable information. Additional rules may apply consistent with the Family Education Rights and Privacy Act (FERPA). See Georgia's AYP Workbook 5.5.

Timeline: These principles will be implemented in the 2002-03 school year.

PRINCIPLE 6. State definition of AYP is based primarily on the State's academic assessments.

CRITICAL ELEMENT
6.1 How is the State's definition of adequate yearly progress based primarily on academic assessments?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

6.1

Status: (F) Under Georgia law, school accountability determinations, including AYP determinations, are based primarily on annual State assessments as follows:¹⁹

- Elementary and middle schools are held accountable based primarily on student test scores on Georgia's Criterion Referenced Competency Tests (CRCT), including reading and language arts (combined) and mathematics in grades 4, 6, and 8 for 2002-2003 and thereafter grades 3-8 for AYP purposes. (CRCT Science will also be administered in 2003-2004 in grades 3-8 and will be used for AYP purposes beginning in 2007-2008 as required by NCLB.)
- For AYP purposes, high schools are held accountable based primarily on student test scores on the Georgia High School Graduation Tests (GHSGT) for 2002-2003, including English/language arts and mathematics. Beginning in 2003-04, Georgia will have a revised State assessment system for high school accountability that is in full compliance with Federal requirements for NCLB and State law. Georgia is currently revising its Quality Core Curriculum (QCC) due to recent studies that have suggested that the state's curriculum framework needs to be strengthened and clarified. The department is also revising all GHSGT content areas (English/Language Arts, Writing, Mathematics, Science, and Social Studies) to assure their alignment with the new QCC revisions. At the same time, the breadth and depth of the tests are being revised to meet NCLB requirements. All content areas of the revised GHSGT are planned to become operational in Spring 2007.

To assure Georgia's compliance with NCLB prior to the 2007 operational administration of the revised GHSGT, the state is enhancing the existing English/Language Arts and Mathematics portions of the GHSGT. This enhancement will bring Georgia into NCLB compliance in Spring 2004. The department is working with its various GHSGT contractors to include on the main administrations of these tests items that (a) have previously been field tested and for which item statistics concerning reliability, difficulty, and differential item functioning have been collected, and (b) expand the tests' rigor and scope of coverage. Until 2007, the enhanced GHSGT will be used to measure AYP as required under NCLB. Only those other sections of the test that parallel the 2003 GHSGT will be used to determine whether individual students have met state graduation requirements.

New performance levels will be established after the Spring 2004 administration of the enhanced GHSGT and again after the first administration of the fully revised GHSGT scheduled for Spring 2007.

The timeline matching instruction under the new QCC with test revision and implementation is shown in Table X, on the following page.

Table X

¹⁹ OCGA 20-2-281, 20-14-31; State Board Rule 160-3-2-.07. – See appendices 6.1a, 6.1b, and 6.1c, respectively.

STATE OF GEORGIA CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

Timeline for Implementing QCC and GHSGT Revisions

Year Student is in 11 th Grade	QCC in Place in Freshman Year	Test Required for Graduation	Test Used for AYP
2004	1997 QCC	Standard GHSGT	Enhanced GHSGT
2005	1997 QCC	Standard GHSGT	Enhanced GHSGT
2006	1997 QCC	Standard GHSGT	Enhanced GHSGT
2007	2004 QCC	Fully Revised GHSGT	Fully Revised GHSGT

- The Georgia Alternate Assessment (GAA) will be included for school accountability for the small number of students with disabilities whose IEP teams determine that they are unable to participate in the regular State assessment program even with maximum accommodations in accordance with the USED NPRM. Georgia requires annual reporting on use of the GAA and monitors those data to ensure that the GAA is not used to an inappropriate degree.²⁰ See also Georgia AYP Workbook 2.1, 5.3.

At that time, the overall Student Assessment Program will include End of Course Tests (EOCT). The EOCT will be used to provide student level diagnostic information and will be linked to the fully revised GHSGT.

Timeline: These principles will be implemented in the 2002-03 school year.

²⁰ The GAA is being reviewed to ensure maximum alignment with the State Quality Core Curriculum. A description of the GAA is attached. – See appendix 6.1d.

PRINCIPLE 7. State definition of AYP includes graduation rates for public High schools and an additional indicator selected by the State for public Middle and public Elementary schools (such as attendance rates).

CRITICAL ELEMENT
7.1 What is the State definition for the public high school graduation rate?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

7.1

Status: (F) Georgia will define and calculate graduation rates as the percentage of students who graduate in the standard number of years (4 years for a 9-12 school) from a Georgia public high school with a regular diploma (not including a GED or certificate not fully aligned with the state's academic standards and not including Special Education diplomas). Students receiving GEDs are counted as dropouts and are included in the denominator for calculating graduation rates. (In the past, Georgia calculated a Completion rate similar to that of the NCLB graduation rate except that certificates of attendance were included. This previous definition of completion rate will be replaced with graduation rate in compliance with NCLB.) In doing so, the "standard" number of high school years for students with disabilities will be determined by each student's IEP team, even if such number exceeds the "standard" number of years for non-disabled students.

To meet AYP, Georgia will require that each secondary school meet State standards regarding progress on its "graduation rate," which will include performance above a statewide preset level or improved performance from the prior school year. (Progress on "graduation rate" will be required at the subgroup level where "safe harbor" is used.) See page 34 and attachment 6 for the graduation rate standard.

Timeline: These principles will be implemented in the 2002-03 school year. Georgia is currently developing a new, individual student, longitudinal data system based on unique student identifiers, which will allow for a more accurate accounting of students throughout the State.

7.1

High School Additional Indicator

Section: Workbook Element 7.1

Purpose: This document provides the standard for determining progress on the high school additional indicator - graduation rate.

Background Information:

- In the past, Georgia defined graduation rate as a completion rate.
- The completion rate for Georgia's high school graduating class of 2002 was 72.7%. However, this rate included certificates of attendance and Special Education Diplomas. A total of 3,867 students (5.3%) received Certificates of Attendance and 2,714 (3.9%) received Special Education Diplomas in 2002.
- Beginning 2002-2003, Certificates of Attendance and Special Education Diplomas will be removed from graduation rate calculations. After removing certificates of attendance and Special Education Diplomas from the 2002 completion rate, Georgia's calculation for the NCLB definition of graduation rate for the graduating class of 2002 is approximately 63.5%.

Standard for Determining Progress on High School Graduation Rate:

- Beginning school year 2002-2003 through 2003-2004, schools, school systems, subgroups using the safe harbor method, and the State as a whole will be required to show an improved graduation rate from the previous year or be at or above the preset standard of a **60%** graduation rate.

Justification of preset graduation rate percentage:

- Georgia's impact data indicate that this preset standard is the appropriate benchmark to use as Georgia's starting point for improving graduation rates at all levels –school, school system, and State.
- The 60% standard is consistent with the average graduation rate for 2002. Schools below the standard can still meet this requirement if they show progress from the preceding year.
- Georgia will set triennial goals beginning school year 2004-2005 for raising the "bar" for improved graduation rates in Georgia.

CRITICAL ELEMENT
7.2 What is the State's additional academic indicator for public elementary schools for the definition of AYP? For public middle schools for the definition of AYP?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

7.2

Status: (F) For elementary and middle schools, Georgia will define “other academic indicators” as a menu from which each LEA must choose. These academic indicators will be valid and reliable for AYP purposes and include the following menu of indicators:

- Attendance rates
- Retention rates
- Middle Grades Writing Assessment (MGWA)
- CRCT Science
- CRCT Social Studies
- Percent “exceeding standards” / Advanced in CRCT Reading
- Percent “exceeding standards” / Advanced in CRCT English/Language Arts
- Percent “exceeding standards” / Advanced in CRCT Math
- Percent “exceeding standards” / Advanced in CRCT Science
- Percent “exceeding standards” / Advanced in CRCT Social Studies

The purpose is to make AYP determinations as relevant and valuable as possible at the local level. Georgia law requires each school and LEA to report annually on several academic indicators, and different indicators are of primary significance in different LEAs. Each LEA will select its “other academic indicator” for AYP at the beginning of the academic year and will maintain that indicator for at least three years beginning in 2003-04 – in conjunction with scheduled changes in the State’s intermediate goals/annual measurable objectives for AYP. See attachment 6 for the standards for the menu of indicators.

To meet AYP, Georgia will require that each elementary and middle school meet State standards regarding progress on its “other academic indicator,” which will include performance above a statewide preset level or improved performance from the prior school year. (Progress on the “other academic indicator” will be required at the subgroup level where “safe harbor” is used.) See page 37 for the 2002-2003 interim indicator for elementary and middle schools.

Timeline: These principles will be implemented in the 2002-03 school year. Standards and benchmarks were set for Georgia’s menu of indicator options at the June 17, 2003 Standards/Grading Committee meeting. See attachment 6.

Elementary and Middle School Additional Indicators

Section: Workbook Element 7.2

Purpose: This document provides criteria for determining acceptable rates on an interim elementary/middle school indicator for academic year 2002-2003.

In this interim year 2002-2003, Georgia's elementary and middle schools will be required to meet the acceptable criteria listed below on attendance rates.

Background Information:

- Beginning school year 2003-2004, school systems will select an indicator from the state approved menu of indicator options before the beginning of a school year corresponding to Georgia's intermediate goal intervals. See attachment 6.

Criteria for determining acceptable Attendance Rates for Elementary and Middle Schools:

- Beginning school year 2002-2003, schools, school systems, subgroups using the safe harbor method, and the State as a whole will be required to meet the following criteria for determining an acceptable attendance rate:

Acceptable: Schools, school systems, subgroups using the safe harbor method, and the State as a whole must have less than 15% of students absent more than 15 days in one school year or **show improvement from the previous year.**

Justification for criteria:

- Georgia's impact data indicate that this criteria is the appropriate benchmark to use as Georgia's starting point for improving attendance rates.
- The criteria for this indicator was established by the state-wide Standards and Grading Committee to meet state law indicator requirements for rating schools based on attendance as exemplary, acceptable, or unacceptable.

* See attachment 6 for Georgia's Menu of Indicator Standards that will be available for selection by school systems beginning summer of 2003.

CRITICAL ELEMENT
7.3 Are the State's academic indicators valid and reliable?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

7.3

Status: (F) All of Georgia's "other academic indicators" will be valid and reliable for AYP purposes, and supported by evidence to that effect.

Academic indicators such as graduation rates, attendance rates, and achievement on other State assessments are recognized as potential indicators in the NCLB Act and have strong correlations to overall academic success. Georgia's CRCT assessments in science, social studies, etc., have been developed consistent with nationally recognized professional and technical standards and are supported by validity evidence. Georgia has systems in place to ensure the accurate collection of data regarding academic indicators such as graduation rates, attendance rates, etc.

Timeline: These principles will be implemented in the 2002-03 school year.

PRINCIPLE 8. AYP is based on reading/language arts and mathematics achievement objectives.

CRITICAL ELEMENT
8.1 Does the state measure achievement in reading/language arts and mathematics separately for determining AYP?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

8.1

Status: (F) Georgia's AYP determinations for student subgroups, public schools, and LEAs will be made separately for reading/English language arts and for mathematics. Georgia will combine reading and English / language arts (two separate State CRCT assessments) into a single indicator for AYP purposes with regard to elementary and middle schools. Thus, for grades 3-8, AYP determinations will be based separately on reading/language arts and on mathematics. For grade 11, AYP determinations will be based separately on English/Language Arts and on Mathematics.

Timeline: These rules will be implemented for the 2002-03 school year. See Attachment 5 for combining Reading with English/Language Arts assessment results and more regarding Georgia's Starting Points.

PRINCIPLE 9. State Accountability System is statistically valid and reliable.

CRITICAL ELEMENT
9.1 How do AYP determinations meet the State's standard for acceptable reliability?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

9.1

Status: (F) Georgia will include several features to ensure the reliability of State AYP determinations. For example:

- AYP determinations will be based primarily on State assessments that have been developed consistent with nationally recognized professional and technical standards and are supported by evidence regarding validity and reliability for AYP purposes.
- Georgia will establish a minimum number of 40 for subgroup AYP accountability purposes (including a "second-look" based on a confidence interval approach).
- Title I schools and LEAs will face school improvement consequences where they miss AYP for two consecutive years in the same subject or the additional indicator.
- Annually, Georgia will require all subgroups, LEAs, and the State to demonstrate 95% participation in state assessments.
- Georgia has an appeals process for AYP determinations through which any LEA may appeal a State determination regarding a school or LEA that is found not to have made AYP.
- Georgia's curriculum-based assessment system is aligned with its Quality Core Curriculum, which is aligned with NAEP and the state required norm-referenced tests.

In addition, Georgia is working to strengthen its data collection system. Georgia is currently developing a new, individual student, longitudinal data system based on unique student identifiers, which will allow for a more accurate accounting of students throughout the State.

Finally, Georgia will annually review its system and processes for making AYP determinations to ensure maximum reliability of AYP judgments.

Adequate Yearly Progress **Appeals Process** for Schools and School Districts

Before identifying Georgia's schools for improvement, corrective action, or restructuring, the following procedures are followed:

- 1) Local school district superintendents are mailed the report of adequate yearly progress before the report is released to the public.
- 2) Superintendents are asked to review and verify data with local schools before the predetermined deadline.
- 3) Superintendents are asked to complete the verification form and return by fax or first class mail to the Title I office.
- 4) Signature implies agreement with the accuracy of the data.
- 5) Signature with noted discrepancies implies that the superintendent is requesting further verification of data. If this is the case, the superintendent is contacted by the Title I office and asked to submit additional or supporting documentation. Documentation is reviewed and, if appropriate, a change in status is made and notification is sent to the superintendent. If changes are not appropriate, notification is sent to superintendent.
- 6) All local school districts may appeal any Department of Education action to the State Board of Education.

Timeline: These principles will be implemented during the 2002-03 school year, and developed as appropriate over time. The appeals process described above will be reviewed to determine whether additional procedures are appropriate.

CRITICAL ELEMENT
9.2 What is the State's process for making valid AYP determinations?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

9.2

Status: (F) Georgia will make AYP determinations through a process that promotes valid judgments and is inclusive of public schools and LEAs. For example:

- Georgia has a web site review process where public schools and LEAs have Internet access to data during the data verification process, which allows data to be reviewed before being published.
- Georgia has an appeals process described in 9.1 for AYP determinations through which any LEA may appeal a State determination regarding a school or LEA that does not make AYP.
- The Georgia Department of Education proposes to establish, by October 1, 2003, a two-part process by which this requirement will be met. In the first part of the process, state decisions concerning school AYP performance will be compared to placement decisions that would have resulted had a conceptually different computational method been used. The department expects to use a purely statistical analysis as a second measure of AYP for each school. The department will then compute the association between the two comparisons. The department will work with various experts, including its testing Technical Advisory Committee, to establish appropriate reliability standards.
- In the second part of the process, the state will identify a random geographically and demographically stratified sample of schools, and will investigate the validity of the AYP process by attempting to discern instructional and administrative patterns in schools that did and did not meet AYP. In addition to providing feedback on the AYP process, this investigation is also expected to inform subsequent school improvement efforts statewide.

Timeline: These principles will be implemented in the 2002-03 school year. The appeals process as described in 9.1 will be reviewed to determine whether additional procedures are appropriate.

CRITICAL ELEMENT
<p>9.3 How has the State planned for incorporating into its definition of AYP anticipated changes in assessments?²¹</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

9.3

Status: (F) Georgia plans to maintain continuity in AYP decisions through any assessment changes or similar actions. For example:

- Georgia will include new public schools in the State Accountability System if the new public school has been in existence for a “full academic year” (i.e., from Fall FTE count through Spring testing).
- Georgia is in the process of revising the State’s Quality Core Curriculum (QCC) and will align current State assessments with any QCC revisions, as necessary.
- Georgia will periodically review and monitor its State Accountability System, so that issues and changes can be quickly addressed.
- As soon as the Georgia high school assessment system is finalized, Georgia will reevaluate and revise the starting points for high school.

The revision of Georgia’s QCC has profound implications for the statewide assessment program. The validity of test results and subsequent “adequate yearly progress” (AYP) decisions depends on the alignment of Georgia’s tests with its curriculum. Current Requests for Proposals (RFP) and/or contract language include such statements as:

- The Item Bank test items must be aligned to Georgia’s QCC. In addition, the successful offeror must be responsive to recommendations from the current QCC audit and subsequent revisions to the QCC.
- Review existing test items in the Item Bank for curricular relevance, alignment to QCC standards, and fit to the content domain and item specifications in collaboration with Georgia educators and the GDOE.
- Provide for the periodic review, revision, and update (to the extent necessary) of all test materials to ensure adequate and appropriate coverage of the QCC for accountability measures in reading, English/language arts, and mathematics in grades one through eight, as well as in science and social studies in grades three through eight.

Testing Team members will be actively involved in Phase II of the curriculum revision process. This phase will focus on revising specific content standards for all grades and all courses from pre-kindergarten through the twelfth grade. For example, they will work to ensure that content standards are clear and measurable. By working closely with curriculum throughout the revision, the assessment team will have a sound understanding of the structure of the “new” QCC and the specifics of major changes.

(continued on next page)

²¹ Several events may occur which necessitate such a plan. For example, (1) the State may need to include additional assessments in grades 3-8 by 2005-2006; (2) the State may revise content and/or academic achievement standards; (3) the State may need to recalculate the starting point with the addition of new assessments; or (4) the State may need to incorporate the graduation rate or other indicators into its State Accountability System. These events may require new calculations of validity and reliability.

(9.3 continued)

The following preliminary steps are set forth realizing that the final procedures for “maintaining continuity in AYP decisions through assessment changes” will be constructed by the State Department of Education in conjunction with its Technical Advisory Panel (TAC) and contractors.

- Compare QCC with Revised QCC and note additions, deletions, and modifications in content and process for each tested course/grade level combination.
- Modify content domain specifications, content weighting and test blueprints as warranted.
- Revise item specifications and review all banked items for curricular relevance.
- Build (write, review, pilot, field test, etc.) additional test items to ensure full content coverage of domains.
- Review, revise, and update all test materials (e.g., Content Description Guides).
- Conduct review of cut-scores derived from standard setting for continued alignment with content standards and revised performance level descriptions.
- Equate test forms to maintain constant levels of test difficulty, if advisable.

Note: If deep structural changes were made in the revised QCC, it may be necessary to recalculate the appropriate starting point(s) while maintaining the 2013-14 endpoint for 100% proficiency.

Timeline: This process will begin with the 2002-03 school year. Georgia already has in place Criterion-Referenced Competency Tests in grades 3-8 in reading, English / language arts, and mathematics as required in the NCLB by 2005-06, as well as its CRCT in science as required by 2007-08.

PRINCIPLE 10. In order for a public school or LEA to make AYP, the State ensures that it assessed at least 95% of the students enrolled in each subgroup.

CRITICAL ELEMENT
10.1 What is the State's method for calculating participation rates in the State assessments for use in AYP determinations?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

10.1

Status: (F) Georgia will calculate participation rates on State assessments for AYP purposes by dividing the total number of assessments administered by the total enrollment for each subgroup, public school, and LEA (at or above the minimum number). Georgia will use information from Full Time Equivalent (FTE) files, the Student Record, and test records to make these determinations.

Timeline: This method of calculating participation rates will be implemented in the 2002-03 school year. Georgia is currently developing a new, individual student, longitudinal data system based on unique student identifiers, which will allow for a more accurate accounting of students throughout the State, including determining participation rates in State assessments.

CRITICAL ELEMENT
10.2 What is the State's policy for determining when the 95% assessed requirement should be applied?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

10.2

Status: (F) To demonstrate AYP, Georgia will require that all subgroups, schools, LEAs and the State at or above the minimum number for enrollment demonstrate 95% participation on State assessments. A minimum number of 40 will be used with regard to both 95% participation rate determinations and State assessment proficiency determinations.

Timeline: These principles will be implemented in the 2002-03 school year.

Appendix A
Required Data Elements for State Report Card

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1. Information, in the aggregate, on student achievement at each proficiency level on the State academic assessments (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
2. Information that provides a comparison between the actual achievement levels of each student subgroup and the State's annual measurable objectives for each such group of students on each of the academic assessments.
3. The percentage of students not tested (disaggregated by the student subgroups), except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
4. The most recent 3-year trend in student achievement in each subject area, and for each grade level, for the required assessments.
5. Aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards disaggregated by student subgroups.
6. Graduation rates for secondary school students disaggregated by student subgroups.
7. Information on the performance of local educational agencies in the State regarding making adequate yearly progress, including the number and names of each school identified for school improvement under section 1116.
8. The professional qualifications of teachers in the State, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which (for this purpose) means schools in the top quartile of poverty and the bottom quartile of poverty in the State.

Listing of Appendices Included in the January 2003 Submission

The following appendices accompany the State of Georgia's Consolidated Application for Accountability Workbook. These appendices provide evidence of Georgia's progress towards building a single statewide accountability system. Appendices are numbered to correspond to a specific critical element.

Name	Document Format	Description
Appendix 1.1a	Word Document	OCGA § 20-14-31
Appendix 1.1b	Word Document	OCGA § 20-14-33
Appendix 1.1c	Word Document	OCGA § 20-14-34
Appendix 1.1d	Word Document	OCGA § 20-14-37
Appendix 1.1e	Word Document	OCGA § 20-14-41
Appendix 1.4a	Acrobat PDF	Testing Dates from the Department of Education Website http://www.doe.k12.ga.us/curriculum/testing/index.asp
Appendix 1.5a	Word Document	OCGA § 20-14-34
Appendix 1.5b	Word Document	Georgia's Detailed Response to Required Data Elements for a State Report Card
Appendix 1.5c	Acrobat PDF	Office of Education Accountability's 2001-2002 K-12 Report Card (State Summary)
Appendix 1.6a	Word Document	OCGA § 20-14-37
Appendix 1.6b	Word Document	OCGA § 20-14-38
Appendix 1.6c	Word Document	OCGA § 20-14-41
Appendix 2.1a	Word Document	OCGA § 20-2-281
Appendix 2.1b	Word Document	State Board Rule 160-3-1-.07
Appendix 2.1c	Acrobat PDF	Student Accommodations section from the <i>Student Assessment Handbook</i> found on Department of Education Website http://www.doe.k12.ga.us/curriculum/testing/index.asp
Appendix 2.1d	Acrobat PDF	Georgia Alternate Assessment (GAA) Administrator's Manual, 2002-2003
Appendix 2.2a	Word Document	Mobility Definition
Appendix 3.2a	Word Document	State Starting Points
Appendix 5.3a	Word Document	OCGA § 20-2-281
Appendix 5.3b	Word Document	State Board Rule 160-3-1-.07
Appendix 5.3c	Acrobat PDF	Georgia Alternate Assessment (GAA) Administrator's Manual, 2002-2003
Appendix 5.4a	Word Document	LEP Testing Policy
Appendix 5.4b	Word Document	State Board Rule 160-3-1-.07
Appendix 6.1a	Word Document	OCGA § 20-2-281
Appendix 6.1b	Word Document	OCGA § 20-14-31
Appendix 6.1c	Word Document	State Board Rule 160-3-1-.07
Appendix 6.1d	Acrobat PDF	Georgia Alternate Assessment (GAA) Administrator's Manual, 2002-2003